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ABSTRACT

A survey of 45 State Education Agency Transportation Directors is reported concerning state transportation services for handicapped students. Summary data are given in both tabular and narrative form for the following areas: procedures used for transporting handicapped individuals, handicapped population transported by public and/or private contract, state regulations for bus aides, percentage of costs of transporting handicapped individuals with state/federal funds, states with staff members specifically responsible for transportation of handicapped individuals, frequency of inservice provided for supervisory staff, frequency of inservice provided for transporters of handicapped individuals, frequency of inservice provided for school bus aides, and availability of manuals for transportation of handicapped individuals from State Departments of Education. The summary of major issues and trends identifies such issues as problems of isolated areas, equipment costs, need for improved equipment, transportation to access related servies, safety when transporting infants and preschool children, liability insurance costs, and parental and advocate demands for door to door transportation services in inaccessible locations. Trends identified include rising per pupil costs, more and better training for transporters, more specially equipped vehicles in operation, diverse delivery systems, increased use of aides, and more transportation accountability by administrative rule. Eleven appendixes include the survey instrument, charts detailing survey responses for each area, and an annotated bibliography. (DB)

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TRANSPORTATION OF THE HANDICAPPED

A Survey of State Education Agency Transportation Directors

NATIONAL ASSOCIATION OF STATE DIRECTORS
OF SPECIAL EDUCATION

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INTRODUCTION

This monograph is a compilation of information concerning transportation services for the handicapped based on replies to a NASDSE survey in the spring of 1980. State education agencies in forty-four states and the District of Columbia completed the questionnaire (see Appendix A).

On August 23, 1977, the Federal Register reported the rules and regulations supporting the implementation of P.L. 94-142, the Education for All Handicapped Children Act. One component of this regulatory document is Section 121a13, regarding related services. Within this section transportation service is defined to include:

" (1) Travel to and from school and between schools,
(2) Travel in and around school buildings, and
(3) Specialized equipment (such as special or adapted buses, lifts, and ramps, if required to provide special transportation for a handicapped child."

In terms of student transportation the delivery of transportation services to handicapped students is relatively new. Although school districts have been serving the handicapped population for years, it is only within the past few years that the transportation of handicapped students has become a requirement of all school districts participating in P.L. 94-142.

The nation's state directors of pupil transportation services indicate there are developing concerns regarding the escalating costs of special education transportation services and the need for greater safety measures in transporting severely and multiply handicapped students, wheelchair students, and very young (age 3-5) children.

Trends in these areas include increased transportation services for handicapped children on an individual (door to door) basis, especially in rural/remote areas; movement from taxi services to specially equipped (e.g., lifts, seat restraints) school bus services; increased use of school bus aides; greater use of busettes and mini buses; and increased special training of drivers and aides. The costs of providing special transportation services are rapidly escalating and there is concern that these costs could eventually cut into special education program areas. There are no federal programs or funds specifically for special education transportation.

There is an increasing awareness between transporters of handicapped students and special educators that the responsibility to ensure that transportation is both safe, humane and cost efficient is a shared responsibility.

The principal section of this report provides summary data relating to state transportation services for the handicapped including procedures used for transporting handicapped individuals, handicapped populations transported by public and/or private contract, state regulations for school bus aides, inservice provisions for supervisory staff, transporters and bus aides, federal, state, local percentages of costs for transporting handicapped individuals, state staff members responsible for handicapped transportation, unavailabiity of manuals for transportation of handicapped individuals from state department of education, and contemporary trends and issues in transporting handicapped individuals. The appendix expands upon each of the above areas, and also provides an annotated bibliography related to transportation of the handicapped.

NASDSE appreciates the cooperation of those 45 state education agency personnel who provided the information to compile this report.

This information was tabulated and summarized by Dr. Linda Bluth, Coordinator of IEP Development and Management, Baltimore City, Public Schools and Ms. Mary Kathleen Sweeney, Educational Consultant, Columbia, Maryland. We gratefully acknowledge their cooperation in working with NASDSE on this project.

SUMMARY DATA

This summary section combines data collected from 44 states and the District of Columbia and projects national trends in providing transportation for handicapped individuals. A list of states participating in this survey is located in Appendix A.

1. PROCEDURES USED FOR TRANSPORTING HANDICAPPED INDIVIDUALS

States reported a variety of procedures for transporting handicapped individuals. Frequently, a combination of all procedures were used in a given state. The following table indicates the number of states using specific types of transportation. In addition, eight states reported other procedures for transporting handicapped individuals. These procedures are listed below. Appendix B lists state by state procedures for transporting handicapped individuals.

Type of Transportation	Number of States
School bus with regular students	42
School bus used exclusively for transporting exceptional individuals	43
Special school bus (adapted equipment)	42
Minibus--van unit	42
Local taxi	29
Mass transit	11
Individual parent contract	39
OTHER methods of transportation . Regular bus with bus aide . Local taxi with individual parent contracts . Commercial air service . Individuals on a contracted basis--provide own vehicles. Private party contact with an individual to provide transportation for the child of another family	8

2. HANDICAPPED POPULATIONS TRANSPORTED BY PUBLIC AND/OR PRIVATE CONTRACT

Eighteen states report that both public and private contracts are utilized for transporting all categories of handicapped populations. Six states use public transportation exclusively and two states use private transportation exclusively. Thirteen states indicated that this information was not available. A report of individual state responses is available in Appendix C.

Specific Handicap	Public/Private	Public	Private	Not Available
Mentally Handicapped	18	6	2	13
Multi-Handicapped	18	6	2	13
Physically Handicapped	18	6	2	13
Blind/Visually Impaired	18	6	2	13
Deaf/Hard of Hearing	18	6	2	13
Learning Disabled	18	6	2	13
Emotionally Handicapped	18	6	2	13
Other: Epileptic, Pregnant Girls, Drug & Alcohol Abusers, Severely/Profoundly Retarded	6	2	2	13

3. STATE REGULATIONS FOR BUS AIDES

Eleven states report that there are state regulations for bus aides, while 34 states indicate that they have no regulations for bus aides. A summary of individual state responses to this question is located in Appendix D. Nine states indicate that aides are used in all seven categories. and 7 states report aides in some of the seven categories. Twelve states mentioned that decisions regarding bus aides were made at the local level; four states indicated that aides were used as needed; and three states did not have the information available. Four states (Maryland, Rhode Island, South Dakota, Washington, D.C.) designate a specific number of bus aides for the various handicapping categories.

School Bus Aides for Specific Handicapped Categories

(See Appendix E)

Category	Number of States with Bus Aides
Mentally handicapped	14
Multi-handicapped	13
Physically handicapped	16
Blind/Visually handicapped	10
Deaf/Hard of Hearing	9
Learning Disabled	9
Emotionally handicapped	14
By Local Determination	12
As Needed	4
N/A (Information not available)	3
Other/Comment	9

4. PERCENTAGE OF COSTS OF TRANSPORTING HANDICAPPED INDIVIDUALS WITH STATE AND FEDERAL FUNDS

Twenty-nine of the reporting states indicated that SEAs contributed at least 75% of the total funds required to transport handicapped individuals, while 10 states reported paying virtually all of the costs for special transportation services. The range is from 25%-100% (see Appendix F).

Nineteen states indiciated that P.L. 94-142 funds are used by local education agencies for such transportation purposes as listed below:

PL 94-142 Funds Used for Transportation

- Purchasing special equipment and some vehicles.
- Salaries.
- Funds are used in unique situations where transportation costs are in excess of what would normally be provided.
- For costs in excess of state funds and are authorized as per the EHA-Part B Application.
- To purchase a bus or hire a contract driver.
- To supplement costs not recovered through state resources.

- To renovate or purchase equipment needed for special transportation not available for state reimbursement.
- For the transportation of pre-school handicapped youngsters.
- To employ bus aides or to purchase new buses for transporting newly identified handicapped children.
- As determined by LEA Application.
- As outlined in child's IEP.

A summary of individual state responses is located in Appendix F.

DIFFERENCES IN TRANSPORTATION COSTS BETWEEN HANDICAPPED AND NON-HANDICAPPED.

Twenty-two states indicated that the state's percentage share of pport for handicapped transportation is different from the percentage are the state provides for transporting non-handicapped pupils.

Some explanations are listed below:

- Federal funds are not used to transport regular students
- Non-handicapped funded approximately 87% by state and 13% by local education agencies
- We are studying cost and other facts to make recommendations to weigh the aid on handicapped
- Our Special Education Master Plan mandates pupil transportation for Special Education children. The non-handicapped children are transported at the prerogative of the district.
- Non-handicapped ride metro bus
- Vans - separately provided; additional funding for bus aides
- Handicapped children are weighed from standpoint of state aid received
- State aid for those handicapped pupils that qualify is five times the normal reimbursement for transportation
- Federal funds are made available to parishes if they can justify the use for handicapped transportation
- Non-handicapped funded at 78.92% with state funds

- State Board of Education approved formula provides additional funds for transporting handicapped pupils that cannot be transported on regular routes

- 100% for special education. Regular : $.40/mile one way once-a-day after the first four miles

- State reimburses 85% of actual cost of all transportation. Handicapped transportation costs are higher, per pupil, than regular transportation. If student costs are used, the answer to this question is "yes"

- Non-handicapped transportation receives aid at approximately 67% of its transportation expenses

- Regular transportation is paid based on a standard rate per mile and the number of pupils transported. Special Education funds pay 60% of the district's share of transportation costs

- state reimburses 100% of a ceiling price for school buses required for transportation of the handicapped; 50% of a ceiling price for pupil transportation non-handicapped.

- combined claim for transportation of handicapped may run ot 80% because of a 30% claim of cost from special education; the general program can only claim 50%

- reimbursement of costs for special education (including transportation) is done through a different formula (excess cost). Transportation of non-handicapped is according to general aid reflecting number of pupils, wealth of community, median family income. Average % for non-handicapped transportation is about 40%

5. STATES WITH STAFF MEMBERS SPECIFICALLY RESPONSIBLE FOR TRANSPORTATION OF HANDICAPPED INDIVIDUALS

Thirty-six state education agencies reported that they have staff members specifically responsible for the transportation of handicapped individuals; nine states do not have specifically designated staff.

The amount of time that each staff member is responsible for transportation of handicapped individuals ranges from 0% to 100% with 18 states indicating more than one staff member responsible for this service. Some states reported information in hours or days rather than in percentages. Appendix G lists states with percentages of time given to transportation responsibilities for the handicapped. The following summary reports the amount of SEA personnel time given to transportation of handicapped individuals.

Sea Personnel Time Given to Transportation of Handicapped Individuals

Percent of Time	Number of States
1-5%	8
7-15%	11
20-30%	11
100%	2

Variations

- 2 states reported the amount of time is unknown
- 1 state's time is determined at the local level
- 1 states's time varies throughout the year
- 1 state spends 3 hours per week
- 1 state spends 75 hours per week
- 1 state spends 1 or 2 days per month and also spends 1 1/2 days per month for wheelchair verification

6. FREQUENCY OF INSERVICE PROVIDED FOR SUPERVISORY STAFF BY STATE EDUCATION AGENCY, LOCAL EDUCATION AGENCY AND CONSULTANT SERVICES

Thirty-three of 44 states reported that there is provision for inservice for supervisory staff. Of these, 18 provide inservice on an annual basis, six provide inservice "as needed". SEAs and LEAs, generally, are responsible for the inservice. Fifteen SEAs provide the inservice directly. The following table indicates a summary of total responses about provisions for inservice. A summary of individual state responses is available in Appendix H.

7. FREQUENCY OF INSERVICE PROVIDED FOR TRANSPORTERS OF HANDICAPPED INDIVIDUALS BY STATE EDUCATION AGENCY, LOCAL EDUCATION AGENCY AND CONSULTANT SERVICES

Thirty-eight of 43 states reported that inservice is provided for transporters of handicapped individuals. Responses regarding frequency of provision varied from "upon employent" and "as needed"(5 states) to "biannually" (2 states) and "annually" (15 states).

8. FREQUENCY OF INSERVICE PROVIDED FOR SCHOOL BUS AIDES BY SEA, LEA OR CONSULTANT SERVICES

Twenty-nine states indicate that there is a provision for inservice of school bus aides with 23 of the 29 reporting that the inservice is provided by LEAs. Six states provide annual inservice; six states provide inservice as needed. A summary of individual state responses is located in Appendix I.

9. AVAILABILITY OF MANUALS FOR TRANSPORTATION OF HANDICAPPED INDIVIDUALS FROM STATE DEPARTMENTS OF EDUCATION

States were asked to indicate whether or not there is a manual for transportation of handicapped individuals available from the transportation division of the state department of education. Because of the specificity of the question, space was provided for listing additional available information. Fifteen states responded that they have manuals available from state departments of education. Twenty-five states responded to the category asking for additional information. A summary of availability of manuals is provided below. Individual state responses are available in Appendix J along with individual state comments registered in the "other" category.

Availability of Manuals	State Totals
Yes	15
No	28
Bus Drivers' Training	10
Films/Visual Aides	3
In Process	3
Other	25

10. SUMMARY OF MAJOR ISSUES AND TRENDS ARISING IN THE AREA OF TRANSPORTING HANDICAPPED INDIVIDUALS

Issues

Current issues related to providing transportation services for handicapped individuals as suggested by the 45 states participating in this survey are:

- Problem of isolated areas
- Equipment costs
- Need for improved equipment
- Need for coordinating efforts of handicapped student school transportation at both SEA and LEA levels
- Will the federal government subsidize transportation of handicapped students
- Transportation to access related services

- Additional transportation for extended school year services
- Safety when transporting infants and preschool children
- Dissemination of awareness of transportation services
- Liability Insurance costs
- Training of personnel
- Comprehensive mandated state plan to insure optimal transportation services
- Discrepancy between transportation services for handicapped and nonhandicapped population
- Demand for transporting severly multi-handicapped population with limited adapted equipment resources
- Justification of special transportation on a cost effective basis
- Parental responsibility in transportation
- Complicated services required with limited financial resources
- Parental and advocate demands for door-to-door transportation services in inaccessible locations
- Not enough school bus mainstreaming
- Limited funding availability
- More state intervention in local planning

Trends

Trends in the delivery of transportation services for handicapped individuals as suggested by the 45 states participating in the survey are:

- Rising per pupil costs
- More and better training for transporters
- Transportation to be provided for handicapped at an earlier age

- Increase in number of special education students causing an increased demand for transportation
- Additional adaptive transportation requests on an individual basis
- Transportation for handicapped population is increasing more rapidly than regular transportation
- Costs of transportation will be shared by federal, state, and local sources
- More specially equipped vehicles in operation
- Diverse delivery system
- Increased use of aides
- More transportation accountability by administrative rule
- Amount of transportation for handicapped population increasing more rapidly than regular transportation demands

APPENDIX A

NASDSE SURVEY OF TRANSPORTATION FOR THE HANDICAPPED

1. State Name: _____

2. Address: _____

_____

3. Number of state level staff member(s) responsible for the transportation of handicapped individuals _____

4. Staff member(s) (names): _____

_____

_____

_____

5. Approximate amount of state staff-time spent on transportation of handicapped individuals: _____

6. Please check procedures used for transporting handicapped individuals:

_____ School bus with regular students.
_____ School bus used exclusively for transporting exceptional individuals.
_____ Special school bus (adapted equipment).
_____ Minibus (van unit).
_____ Local taxi.
_____ Mass transit.
_____ Individual parent contract.
_____ Other (please explain: _____

_____

_____

7. Please check handicapped populations transported and check whether public or private contract before each category:

Population	Public	Private	Category
_____	_____	_____	Mentally handicapped.
_____	_____	_____	Multi-handicapped.
_____	_____	_____	Physically handicapped.
_____	_____	_____	Blind/visually impaired.
_____	_____	_____	Deaf/hard of hearing.
_____	_____	_____	Learning disabled.
_____	_____	_____	Emotionally handicapped.
_____	_____	_____	Other (please explain)_____

_____

8. Is inservice provided for supervisory staff of transporters of handicapped individuals? Yes_____. No_____.

By Whom?	How Often?
_____ SEA.	_____ Annually.
_____ LEA.	_____ Biannually.
_____ Consultant Services.	_____ Other (Explain)____
_____ Other (Explain)_____	_____
_____	_____
_____	_____

9. Is inservice provided for transportation of handicapped? Yes_____. No_____.

By Whom?	How Often?
_____ SEA.	_____ Annually.
_____ LEA.	_____ Biannually.
_____ Consultant Services.	_____ Other (Explain)____
_____ Other (Explain)_____	_____
_____	_____
_____	_____

10. Is a manual for transportation of handicapped individuals available from the transportation division of the state department of education? Yes_____. No_____. Is other information available? (Please Explain): _____

_____

_____

_____

11. Are there state regulations that provide for Bus Aides? Yes_____. No_____.

12. Please check those handicapped categories Bus Aids are provided for:

_____ Mentally handicapped.
_____ Multi-handicapped.
_____ Physically handicapped.
_____ Blind/visually impaired.
_____ Deaf/hard of hearing.
_____ Learning disabled.
_____ Emotionally handicapped
_____ Other (please explain)_____
_____

13. Is there a designated number of Aides provided for any of the above categories? _____

14. Is inservice provided for Bus Aides? Yes_____. No._____.

By Whom?	How Often?
_____ SEA.	_____ Annually.
_____ LEA.	_____ Biannually.
_____ Consultant Services.	_____ Other (Explain)____
_____ Other (Explain)_____	_____
_____	_____
_____	_____

15. What percent (%) of the cost of transportation for the handicapped is provided through -

State funds: _____% Federal funds:_____%

Does the percentage of support for transportation for the handicapped differ from that for nonhandicapped? Yes____. No____.
If yes, please explain:_____

_____

_____

_____

Are P.L. 94-142 funds used for transportation? Yes____. No____.
If yes, please explain: _____

_____

_____

_____

16. What major trends and issues do you perceive arising in the area of needs for transporting handicapped individuals?

_____

_____

_____

_____

DEADLINE FOR RETURNS: January 30, 1980

APPENDIX B

Procedures Used for Transportation
of
Handicapped Individuals

STATE	1	2	3	4	5	6	7	8
ALABAMA	X	X	X	X	X	X	X	
ALASKA	X	X	X	X	X	X	X	
ARIZONA	X	X	X	X				
ARKANSAS	X	X	X	X				
CALIFORNIA	X	X	X	X	X		X	
COLORADO	X	X	X	X			X	
CONNECTICUT			X	X	X		X	
DELAWARE	X	X	X	X	X		X	
D.C.								X
FLORIDA	X	X	X	X			X	
GEORGIA	X	X	X	X	X	X	X	
HAWAII		X	X					
IDAHO	X	X	X	X	X		X	X
ILLINOIS								
INDIANA								
IOWA	X	X	X	X				X
KANSAS								
KENTUCKY	X	X	X	X	X		X	
LOUISIANA	X	X	X	X	X		X	
MAINE	X	X	X	X	X		X	
MARYLAND	X	X	X	X	X		X	X
MASSACHUSETTS								
MICHIGAN	X	X	X	X	X	X	X	
MINNESOTA	X	X	X	X	X	X	X	
MISSISSIPPI	X	X	X	X			X	
MISSOURI	X	X	X	X	X	X	X	
MONTANA	X	X	X				X	
NEBRASKA	X	X	X	X	X		X	
NEVADA	X	X	X	X			X	
NEW HAMPSHIRE	X	X	X	X	X		X	
NEW JERSEY	X	X	X	X	X		X	
NEW MEXICO	X	X	X	X			X	
NEW YORK	X	X	X	X	X	X	X	
NORTH CAROLINA	X	X	X	X	X		X	
NORTH DAKOTA	X	X		X			X	
OHIO	X	X	X	X	X		X	
OKLAHOMA	X	X	X	X	X		X	
OREGON	X	X	X	X	X		X	
PENNSYLVANIA	X	X	X	X			X	X
RHODE ISLAND	X	X	X	X	X	X	X	
SOUTH CAROLINA	X							
SOUTH DAKOTA		X	X	X	X		X	
TENNESSEE	X	X	X	X			X	
TEXAS	X	X	X	X	X	X	X	X
UTAH	X	X	X	X	X		X	
VERMONT	X	X	X	X	X	X	X	
VIRGINIA	X	X	X	X				
WASHINGTON	X	X	X	X	X	X	X	X
WEST VIRGINIA	X	X	X	X	X		X	
WISCONSIN								
WYOMING	X	X		X			X	

KEY

1- School bus with regular students.
2- School bus used exclusively for transportation of exceptional students
3- Special school bus (adapted equipment)
4- Minibus (van unit)
5- Local taxi
6- Mass transit
7- Individual parent contract
8- Other

APPENDIX C

Handicapped Populations Transported - Public and/or Private

STATE	1	2	3	4	5	6	7	8	OTHER
ALABAMA	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Gifted
ALASKA	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	
ARIZONA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
ARKANSAS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
CALIFORNIA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
COLORADO	Pu/Pr	Pu/Pr	Pu/Pr	Pu	Pu/	Pu/Pr	Pu/Pr		
CONNECTICUT-'74	2794		994	74	1020		1184	42	Epileptic
DELAWARE	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	
D.C.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
FLORIDA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
GEORGIA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
HAWAII	Pr	Pr	Pr	Pr	Pr	Pr	Pr	Pr	
IDAHO	V								
ILLINOIS									
INDIANA									
IOWA	Pu	Pu	Pu	Pu	Pu		Pu	Pr	Isolated Pr used
KANSAS									
KENTUCKY	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	
LOUISIANA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
MAINE	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr		
MARYLAND	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr		
MASSACHUSETTS									
MICHIGAN	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr		
MINNESOTA	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pg. girls, drugs, alcohol
MISSISSIPPI	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr		
MISSOURI	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr		
MONTANA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
NEBRASKA	Pu/Pr	Pu/Pr	Pu/P.	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr		
NEVADA	Pu	Pu	Pu	Pu	Pu	Pu	Pu		
NEW HAMPSHIRE	Pr	Pr	Pr	Pr	Pr	Pr	Pr		Appx. 95% of all sch. trans. contracted
NEW JERSEY	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr		
NEW MEXICO	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
NEW YORK	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr		Pop:52,275; Pu=23,732 Pr= 28,543
NORTH CAROLINA	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

CATEGORIES

1=Mentally handicapped
2=Multi-handicapped
3=Physically handicapped
4=Blind/visually impaired
5=Deaf/hard of hearing
6=Learning disabled
7=Emotionally handicapped
8=Other (please explain)

N/A Inform. not avail.
Pu = Public
Pr = Private
U = Unknown
V = Varies

APPENDIX C

Handicapped Populations Transported - Public and/or Private

STATE	1	2	3	4	5	6	7	8	OTHER
NORTH DAKOTA	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
OHIO	Pu	Pu	Pu	Pu	Pu	Pu	Pu	Pu	
OKLAHOMA									we trans. all handcp.
OREGON	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	pregnant girls
PENNSYLVANIA	Pu	Pu	Pu	Pu	Pu	Pu	Pu	Pu	svs. profound retard.
PUERTO RICO	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
RHODE ISLAND	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	all 7; no ind. Pu/Pr
SOUTH CAROLINA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
SOUTH DAKOTA	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	
TENNESSEE	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	
TEXAS	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	Pu/Pr	
MARIANA ISLANDS									
UTAH									EMR(LD):Reg & sp. bas
VERMONT									
VIRGIN ISLANDS									
VIRGINIA	NA	NA	NA	NA	NA	NA	NA	NA	
WASHINGTON	NA	NA	NA	NA	NA	NA	NA	NA	deals with all 7
WEST VIRGINIA	Pu	Pu	Pu	Pu	Pu	Pu	Pu	Pu	
WISCONSIN									
WYOMING	Pu	Pu	Pu	Pu	Pu	Pu	Pu	Pu	
BIA									

CATEGORIES

1=Mentally handicapped
2=Multi-handicapped
3=Physically handicapped
4=Blind/visually impaired
5=Deaf/hard of hearing
6=Learning disabled
7=Emotionally handicapped
8=Other (please explain)

N/A Inform. not avail.
Pu = Public
Pr = Private
U = Unknown
V = Varies

APPENDIX D

States With Regulations for School Bus Aides

STATE	YES	NO	DESIGNATED NUMBER OF AIDS PROVIDED FOR SPECIFIC HANDICAPPED CATEGORIES
ALABAMA		X	
ALASKA	X		
ARIZONA		X	
ARKANSAS		X	Yes
CALIFORNIA		X	
COLORADO		X	
CONNECTICUT		X	
DELAWARE	X		
D.C.		X	X
FLORIDA		X	
GEORGIA		X	
HAWAII	X		
IDAHO		X	
ILLINOIS			
INDIANA			
IOWA		X	
KANSAS			
KENTUCKY		X	
LOUISIANA		X	
MAINE		X	
MARYLAND	X		X
MASSACHUSETTS			
MICHIGAN	X		
MINNESOTA	X		
MISSISSIPPI		X	
MISSOURI	X		
MONTANA		X	
NEBRASKA		X	
NEVADA		X	
NEW HAMPSHIRE		X	
NEW JERSEY		X	
NEW MEXICO	X		
NEW YORK		X	
NORTH CAROLINA		X	
NORTH DAKOTA		X	
OHIO		X	
OKLAHOMA		X	
OREGON		X	
PENNSYLVANIA		X	
RHODE ISLAND	X		X
SOUTH CAROLINA			
SOUTH DAKOTA		X	X
TENNESSEE		X	
TEXAS		X	
UTAH		X	
VERMONT		X	
VIRGINIA		X	
WASHINGTON	X		
WEST VIRGINIA	X		
WISCONSIN			
WYOMING		X	

APPENDIX E
States With Bus Aides
for
Specific Handicapped Categories

	1	2	3	4	5	6	7	8	9	10	COMMENTS
ALABAMA								X			
ALASKA	X	X	X	X	X	X	X				
ARIZONA											
ARKANSAS								X			Aides not required by law
CALIFORNIA								X			
COLORADO											
CONNECTICUT										X	
DELAWARE	X	X	X	X	X	X	X				
D.C.											All buses
FLORIDA											Not required
GEORGIA										X	
HAWAII	X	X	X	X	X	X	X				
IDAHO								X			
ILLINOIS											
INDIANA											
IOWA								X			
KANSAS											
KENTUCKY											
LOUISIANA	X	X	X	X	X	X	X				
MAINE											
MARYLAND	X	X	X	X	X	X	X				
MASSACHUSETTS											
MICHIGAN									X		
MINNESOTA	X	X	X	X	X	X	X				
MISSISSIPPI	X	X	X								
MISSOURI		X	X				X				
MONTANA											
NEBRASKA									X		By IEP and Sp. Ed.
NEVADA											Aides at loading sites
NEW HAMPSHIRE	X		X				X	X			
NEW JERSEY											
NEW MEXICO	X	X	X					X			
NEW YORK	X	X	X	X	X	X	X	X			
NORTH CAROLINA											
NORTH DAKOTA											
OHIO			X					X			
OKLAHOMA	X	X	X	X	X	X	X		X		

	CATEGORIES
1	Mentally handicapped
2	Multi-handicapped
3	Physically handicapped
4	Blind/visually impaired
5	Deaf/hard of hearing
6	Learning disabled
7	Emotionally handicapped
8	Local Determination
9	As Needed
10	Inform. not avail.
11	Other/Comment

APPENDIX E
States With Bus Aides
for
Specific Handicapped Categories (CONTINUED)

	1	2	3	4	5	6	7	8	9	10	COMMENTS	CATEGORIES
OREGON											Aides are optional	
PENNSYLVANIA											No aides provided	
RHODE ISLAND	X	X	X	X	X	X	X					
SOUTH CAROLINA												
SOUTH DAKOTA												
TENNESSEE	X	X	X	X			X	X			IEP	
TEXAS							X					
UTAH	X		X				X					
VERMONT									X			
VIRGINIA										X		
WASHINGTON								X				
WEST VIRGINIA												
WISCONSIN												
WYOMING								X				

APPENDIX F

Percentage Cost of Transporting Handicapped Individuals with State and Federal Funds

STATE	% STATE FUNDS		% FEDERAL FUNDS		P.L. 94-142 FUNDS USED?		DIFFERENCE BET. H & NH?	
	YES	NO	YES	NO	YES	NO	YES	NO
ALABAMA			X		X		X	
ALASKA	100			X			X	
ARIZONA	25			X		X		
ARKANSAS								X
CALIFORNIA	N/A		N/A		X		X	
COLORADO	80					X	X	
CONNECTICUT								
DELAWARE				X		X		X
D.C.			X			X	X	
FLORIDA	55			X		X		X
GEORGIA	99.99		.01		X		X	
HAWAII	100							
IDAHO	90		10		X		X	
ILLINOIS								
INDIANA								
IOWA	95		5		N/A		X	
KANSAS								
KENTUCKY	80		20		X		X	
LOUISIANA	95		5		X			
MAINE	100			X		X		X
MARYLAND	99			X	X			X
MASSACHUSETTS								
MICHIGAN	75					X	X	
MINNESOTA	74.55			X				
MISSISSIPPI	75		5	X	X			X
MISSOURI	80		20		X		X	X
MONTANA					X		X	X
NEBRASKA	100			X				
NEVADA	85				X		X	X
NEW HAMPSHIRE	N/A		N/A			X		X
NEW JERSEY	90				X			
NEW MEXICO	100			X		X	X	
NEW YORK	90				X		X	
NORTH CAROLINA	100					X	X	X
NORTH DAKOTA	60			X		X	X	
OHIO	75		5		X		X	
OKLAHOMA	?							
OREGON	80			X		X	X	
PENNSYLVANIA	100			X				
RHODE ISLAND	83		<1%		X		X	
SOUTH CAROLINA								
SOUTH DAKOTA	50				N/A			X
TENNESSEE	40				X			X
TEXAS	N/A			X	X		N/A	
UTAH	100				X		X	
VERMONT	100-20*					X	X	
VIRGINIA	32			X		X		X
WASHINGTON	90			X				X
WEST VIRGINIA	80		N/A		X			X
WISCONSIN								
WYOMING	75					X		X

* Vermont: State transports 100% of severely handicapped, 20% of moderate, 0% mild.

APPENDIX G

State Staff Specifically Responsible for
Transportation of Handicapped Individuals

STATE	NUMBER	TIME SPENT ON TRANSPORTATION
ALABAMA	13	10%
ALASKA	1	5-10%
ARIZONA	3	5%
ARKANSAS	1	5%
CALIFORNIA	1	1-2 Days per month
COLORADO	0	0
CONNECTICUT	1	0
DELAWARE	1	5%
D.C.	1	100%
FLORIDA	0	.5 FTE
GEORGIA	10	20%
HAWAII	1	- Varies thru year
IDAHO	1	10%
ILLINOIS	-	-
INDIANA	-	-
IOWA	4	100%
KANSAS	-	-
KENTUCKY	1	15%
LOUISIANA	3	20%
MAINE	1	3 Hours per week
MARYLAND	2	10%
MASSACHUSETTS	-	-
MICHIGAN	2	- Unknown
MINNESOTA	3	10%
MISSISSIPPI	2	10%
MISSOURI	1	5%
MONTANA	2	6.5%
NEBRASKA	1	25-35%
NEVADA	1	2-5 Days per year
NEW HAMPSHIRE	6	- Determined at LEA
NEW JERSEY	0	0
NEW MEXICO	8	25%
NEW YORK	1	10%
NORTH CAROLINA	3	30%
NORTH DAKOTA	1	5%
OHIO	3	10%
OKLAHOMA	7	- Unknown
OREGON	1	5-10%
PENNSYLVANIA	0	- Not listed
RHODE ISLAND	0	- Not listed
SOUTH CAROLINA	-	-
SOUTH DAKOTA	0	- Not listed
TENNESSEE	0	10% Or less
TEXAS	7	75 Hours per week
UTAH	2	10%
VERMONT	6	25%
VIRGINIA	0	20%
WASHINGTON	0	15%
WEST VIRGINIA	1	7-8%
WISCONSIN	-	-
WYOMING	1	1%

APPENDIX H

Frequency and Provision of
Inservice for Supervisory Staff

STATE	YES	NO	SEA	LEA	C.S	O	FREQUENCY	COMMENTS
ALABAMA	X		X	X			annually	
ALASKA		X						
ARIZONA		X						
ARKANSAS	X			X			biannually	
CALIFORNIA	X			X			drivers- 20 hrs. of gen. service 2/yrs.	
COLORADO	X		X				per request	
CONNECTICUT	X							some
DELAWARE	X			X				
D.C.	X					X	biannually	Dpt. Tran. sp ed unit
FLORIDA	X		X	X			annually	
GEORGIA	X			X	X		annually	
HAWAII	X				X		anually	pub/pri sp ed staff
IDAHO								for whom?
ILLINOIS								
INDIANA								
IOWA	X		X					part of train./inser.
KANSAS								
KENTUCKY	X		X	X			annually	prog. being developed
LOUISIANA		X						being developed
MAINE	X		X	X			(as needed)	locally
MARYLAND	X		X	X			annually	
MASSACHUSETTS								
MICHIGAN	X		X		X			
MINNESOTA	X		X	X			PRN/requestsbasis	
MISSISSIPPI	X			X			Determined by LEA	
MISSOURI		X						
MONTANA	X							local school district
NEBRASKA	X			X			varies	bus driver training
NEVADA	X		X	X			annually	bus driver training
NEW HAMPSHIRE	X						annually	local districts
NEW JERSEY								
NEW MEXICO	X		X				annually	
NEW YORK	X			X			as req. by LEA	
NORTH CAROLINA	X			X			annually	
NORTH DAKOTA	X			X			annually	
OHIO	X			X				
OKLAHOMA	X			X				local option
OREGON	X		X	X		X	annually	ESD
PENNSYLVANIA	X					X		int. unit personnel
RHODE ISLAND	X		X	X	X			req. by registration
SOUTH CAROLINA								
SOUTH DAKOTA	X		X	X			upon request	
TENNESSEE	X		X	X			annually	
TEXAS	X				X	X	annually	Sea-Workshop
UTAH	X		X	X			annually	
VERMONT		X						
VIRGINIA	X			X		X	periodically	
WASHINGTON	X			X			upon request	
WEST VIRGINIA	X			X		X	upon employment	at inservice days
WISCONSIN								
WYOMING	X			X				

APPENDIX I

Frequency of Inservice Provided for
School Bus Aides by SEA, LEA, or Consultant Services

STATE	YES	NO	SEA	LEA	C.S	OTHER	ANN.	BI-ANN	OTHER
ALABAMA	X		X	X			X		Semi-monthly
ALASKA	X			X					As needed
ARIZONA		X							
ARKANSAS	X			X					
CALIFORNIA	X			X					As needed
COLORADO	X			X					
CONNECTICUT									
DELAWARE	X			X					
D.C.	X					Unit			
FLORIDA	X			X					As needed
GEORGIA	X			X					Not known
HAWAII	X					Pu/Pr sp ed	X		
IDAHO	X			X					As needed
ILLINOIS									
INDIANA									
IOWA									
KANSAS									
KENTUCKY	X			X					Varies
LOUISIANA		X				Being dev'p.			
MAINE	X			X					
MARYLAND	X			X			X		4 hours required
MASSACHUSETTS									
MICHIGAN	X			X					
MINNESOTA	X		X	X					Request-SEA Need - LEA
MISSISSIPPI	X			X					As needed
MISSOURI		X							
MONTANA									Not required
NEBRASKA									Local option
NEVADA		X							
NEW HAMPSHIRE	X				X	Local dist. bus contract	X		
NEW JERSEY									
NEW MEXICO	X		X				X		
NEW YORK	X			X					As required by LEA
NORTH CAROLINA		X							
NORTH DAKOTA		X							
OHIO	X			X					
OKLAHOMA	X			X					Local option
OREGON	X			X					
PENNSYLVANIA									
RHODE ISLAND	X								
SOUTH CAROLINA									
SOUTH DAKOTA		X							
TENNESSEE				X		Local dist.			
TEXAS	X			X			X		
UTAH		X							
VERMONT									
VIRGINIA	X			X					
WASHINGTON	?								
WEST VIRGINIA	X			X					Upon employment
WISCONSIN									
WYOMING									

APPENDIX J

Availability of Manuals for Transportation of Handicapped Individuals from State Departments of Education

STATE	YES	NO	COMMENTS
ALABAMA		X	
ALASKA		X	State regulations for pupil transportation
ARIZONA		X	
ARKANSAS		X	Manual will be provided to schools 1980-81
CALIFORNIA		X	
COLORADO	X		
CONNECTICUT			DMV film library and visual aids
DELAWARE		X	Being developed
D.C.		X	Unit SOP
FLORIDA	X		
GEORGIA		X	
HAWAII	X		
IDAHO		X	
ILLINOIS			
INDIANA			
IOWA		X	In "Minimum Standards for Construction of Trans. Equip."
KANSAS			
KENTUCKY		X	Sch. Bus Drivers Guide,info sheets & films
LOUISIANA		X	Proposed guideline (dev. by supervisors & parents)
MAINE		X	Use part of federal school bus drivers inst. program
MARYLAND	X		Maryland School Bus Drivers Handbook & Sp. Ed. Handbook
MASSACHUSETTS			
MICHIGAN	X		
MINNESOTA		X	NHTSA curriculum materials for SEA workshops
MISSISSIPPI		X	School Bus Drivers Instructors Guide will include subject
MISSOURI		X	
MONTANA	X		In state inservice training program
NEBRASKA		X	Rule 52 Special Education Transportation Regulations
NEVADA		X	Covered in State "Bus Drivers Training Guide"(limited)
NEW HAMPSHIRE	X		LEAs produce own guidelines and manuals
NEW JERSEY	X		Available April 1, 1980
NEW MEXICO	X		
NEW YORK		X	Unit V Basic School Bus Drivers Tng. Manual - Unit IV Adv
NORTH CAROLIN		X	
NORTH DAKOTA		X	
OHIO	X		Driver Tng. Manual only-Training programs dev. locally
OKLAHOMA		X	
OREGON		X	One advanced training program for bus drivers (2-4 hours)
PENNSYLVANIA	X		IEU has written policy for parents
RHODE ISLAND			
SOUTH CAROLIN			
SOUTH DAKOTA		X	
TENNESSEE	X		Part of regular manual for bus drivers
TEXAS	X		
UTAH		X	
VERMONT		X	
VIRGINIA		X	Inservice Curriculum Guide - Films
WASHINGTON	X		Section of total training - under revision
WEST VIRGINIA	X		Section from W.Va. school transportation regulations
WISCONSIN			
WYOMING		X	

APPENDIX K

Annotated Bibliography: Media and Materials on Transportation of the Handicapped

This section contains a computer search of information regarding transportation of the handciapped. Several types of references are included:

- films
- evaluation reports
- curricula and training materials
- books, articles and papers which discuss issues for consideration when planning transportation for the handicapped. Issues included are legal, medical, economic, educational, demographic, behavioral, etc.

For each reference, the following information is included: search number (this refers to reference numbers in Exceptional Child Education Resources), Title, Author, Publisher, Information necessary to locate and/or purchase the item and an Abstract.

EC120905
Problems in transporting the handicapped
19 4p
Note: 27 min/sound/color/16mm
Visucom Productions, P.O. Box 5472, Redwood City, CA 94063
($380.00: Rental $50.00 per week plus shipping)

The film deals with the serious medical, behavioral, and other problems often encountered in transporting handicapped students, including seizures, injuries, and aggressive or distracting behavior, problem recognizaiton and the importance of preplanned and prudent responses are stressed, practical problem solving and successful techniques used by drivers of the handicapped are shown, the film is divided into four parts: communication problems, behavioral problems, medical problems, and emergencies. (dls)

EC114895
Impact Sled Test Evaluation of Restraint Systems Used in Transporation of Handicapped Children
SCHNEIDER, LAWRENCE W. AND OTHERS

1979-19p.
SOCIETY OF AUTOMOTIVE ENGINEERS, INC., PUBLICATIONS DEPT.,
400 COMMONWEALTH DR., WARRENDALE, PA ($2.95)

A series of 16 sled impact tests was conducted to evaluate the effectiveness of restraint devices and systems currently used to transport school bus and wheelchair seated handicapped children. Eight tests involved wheelchairs in forward facing and side facing orientations for head on and 33 degree oblique impacts. Another eight tests involved forward facing bus seats for head on and 33 degree oblique impacts. Results pointed out the ineffectiveness of many currently used approaches for protecting the child in a bus collision. Among problems indicated were lack of upper torso restraint and the practice of placing wheelchairs in a side facing orientaton. (CL)

EC114219
An Analysis of the Effectiveness of a Transportation Program for Special Education
BURKE, MICHAEL CHARLES
1978-87p.
Note: University of Houston
UNIVERSITY MICROFILMS INTERNATIONAL, P.O. BOX 1346, ANN ARBOR MI 48106 ($22.00 HARD COPY, $11.00 MICROFICHE)
CATALOGUE NO. 7818212

Analysis of questionnaires completed by 132 special education transportation drivers indicated significant relationships among selected driver characteristics, route characteristics, and quality characteristics. A model was developed for use by school administrators to evaluate special education transportation. (CL)

EC112125
Public Transporation Training: In Vivo Versus Classroom Instruction
NEEF, NANCY A. AND OTHERS
JOURNAL OF APPLIED BEHAVIOR ANALYSIS V11 N3 P331-344 FAL
1978: 1978-FAL 14P

A classroom program to teach public transportation usage (bus riding skills) to five retarded persons (18 to 24 years old) was evaluated. Based on a task analysis of specific skills, Ss were taught bus riding skills sequentially and were tested on generalization probes in the classroom and in the natural environment. Results indicated that up to 12 months after termination of training, Ss exhibited appropriate bus riding skills on actual city buses. (Author/BD)

EC103643
Transportation and the Handicapped, Part 2
DEVELOPMENTAL DISABILITIES NOW V1 N4 P8-14 FAL 977: 19
77-FAL 7P

Discussed are legal strategies in the struggle to secure equal access to transportation for the estimated 13.3 million disabled and elderly people in the US. It is explained that Transportation Secretary Brock Adams ruled that by September, 1979, all buses must have a low floor, a single short step, and a ramp for level boarding. Details of related court cases are discussed; and future efforts, such as the expansion of transit services in small communities and rural areas, are suggested. (For the first part of the article, see EC102587.) (CL)

EC102587
Transportation and the Handicapped.
YAGER, DEBBY
DEVELOPMENTAL DISABILITIES NOW V1 N3 P25-29 SPR/SUM 1977: 1977-SP/

Presented is a summary of a briefing paper on the suit filed against the US Department of Transportation to force funding of businesses that are fully accessible to the mobile, disabled, and elderly. Reviewed are issues surrounding the development and production of the TRANSBUS, a low floor bus with a ramp device. (CL)

EC100907
Transporting the Exceptional Child
1977
Note: 20min/sound/color/16mm
INSTRUCTIONAL MEDIA SERVICES, 128 E. PITTSBURGH ST.,
GREENSBURG PA 15601 ($25.00 RENTAL, $325.00 PREVIEW, $292.00 WITHOUT PREVIEW)

The film is divided into four sections: types of handicapped children transported, administering first aid for an epileptic seizure, guidelines for school personnel, and guidelines for the transporter. Stressed are the most common types of handicapped children transported, the duties of the driver, and the school's responsibilities. (DB)

EC093360
Travel Instruction for the Handicapped
LAUS, MICHAEL D.

1977-147P
CHARLES C. THOMAS, 301 E. LAWRENCE AVE., SPRINGFIELD, IL. 62717 ($10.75)

The text describes a curriculum for teaching independent traveling skills to handicapped persons, with special emphasis on the trainable mentally retarded. The author cites his experiences in coordinating travel instruction for the review of early programs of travel instruciton, including the Tobias program and the New York City Public Schools program. Initial program steps are considered, and methods for importance of securing parent involvement. A review of teaching methods is accompanied by a case study of a 16 year old Down's syndrome student. Followup suggestions and university training personnel are given. Reactions of parents of eight students are cited. (CL)

EC092250
A Cooperative Transportation Model for Occupational or Special Education
BROWN, DANIEL J.
AEDS JOURNAL V9 N4 P83-92 SUM 1976: 1976-SUM 10P.

A mathematical model is proposed for solving problems of cooperative busing across school districts for children needing services provided by regional centers for occupational or special education. The variation of linear programming used is reported to be more efficient than previous applications of models to busing problems. The author explains methods of generating alternative solutions of eliminating error, and of accommodating problem size. An application to three regional centers serving 18 school districts and 29 schools is said to show the model to be cost effective and easy to use. (GW)

EC080760
Community Transportation: Teaching Severely Handicapped Students to Ride a Public Bus System.
CERTO. NICK.; AND OTHERS.
1975 - 91P
Note: in Lou Brown, Madison's alternative for zero exclusion: a book of readings. vol. 5.
MADISON PUBLIC SCHOOLS. SPECIALIZED EDUCATION SERVICES. MADISON, WISCONSIN. (BADGER SCHOOL, 501 EAST BADGER RD., MADISON, WI 53713)

Described is a program in which 10 severally handicapped 14- to 18-year-old students (mean IQ 50) were taught to use independently a public bus system in Madison, Wisconsin, to obtain food, clothing, recreation, and medical and dental assistance. It is explained that the program comprised two skill levels: choosing and riding buses to

destinations supplied by teachers, and choosing and riding buses to destinations determined by students. All 10 Ss are reported to have performed at criterion on the first level skills, while only six Ss performed at criterion on second level skills. Included in the document are detailed task analyses and descriptions of the instructional materials and teaching procedures used. (For the entire collection of readings, see EC 08 0756.) (Author/CL)

EC080456 ED115027
A Report on School Transporation for Handicapped Children in New York City
FLAST, FLORENCE
COMMUNITY SERVICE SOCIETY OF NEW YORK, N. Y.
1975-JUNE 56P
DEPARTMENT OF PUBLIC AFFAIRS, COMMUNITY SERVICE SOCIETY OF NEW YORK, 105 EAST 22 ST., NEW YORK, NY 10010 ($1.50)

Described are the problems in the New York City schools' transporation system for handicapped pupils, and suggested are ways to improve services. The study is said to have included interviews with administrators, teachers, parents, students, bus drivers and bus company representatives; observations at various school settings; and analyses of budgetary factors. Considered in separate sections of the report are such aspects as sample complaints, system operation, cost factors, comfort and safety, and accountability. Among recommendations listed are increased travel training for students, instruction for bus drivers in working with handicapped children, and development of transportation standards. Included in three appendixes are sample forms used by the Bureau of Pupil Transporation. (CL)

EC072832
The One Room School Bus
BORTON, LADY
TEACHING EXCEPTIONAL CHILDREN V7 N4 P126-8 SUM 1975: 19 75-SUM 3P.

A school bus driver tells how she and the mentally handicapped students she transports worked together to transform their ride into a time for learning self-help, social and academic skills. (LH)

EC072055
Orientation and Mobility Instruction for the Sighted Trainable Mentally Retarded.

LAUS, MICHAEL D.
EDUCATION AND TRAINING OF THE MENTALLY RETARDED V9 N2 P70-3 APR 1974: 1974-4P

An orientation and mobility instructional program was conducted with 35 trainable mentally handicapped pupils (14 to 21-years-old) in an inner city public school. Interviews were undertaken to assess pupils' skills and to determine parental attitudes toward independent travel by their field experiences concerned with safe crossings of stop sign controlled intersections in residential and business areas. Additional instruction over the year enabled the 35 Ss to travel independently to and from school by public transporation on regularly scheduled bus routes. The program increased Ss self esteem, helped parents view their children as more independent, and resulted in signficant savings for the school system. (GW)

EC052144
Behavior Modification of Aggressive Behavior on a Nursey School Bus: A Case Study
WHITEHURST, CAROL; MILLER, EDWARD
JOURNAL OF SCHOOL PSYCHOLOGY V11 N2 P123-8 SUM (73: 19 73-SUM 6p

A case study is presented in which aggressive behavior of two preschool boys on a nursey school bus was modified by the introduction of a negative punishment contingency in which the Ss were told they would be detained on the bus until the second time the bus passed their house (delay of reinforcement) if abusive behavior occurred. The practical implications of the study and the relative merits of choosing negative punishment over positive punishment as therapy with children are discussed. (Author)

EC042575 ED064841
Transportation and the Mentally Retarded
PRESIDENT'S COMMITTEE ON MENTAL RETARDATION, WASHINGTON, D.C.
1972-JUN 61P.
Sponsoring Agency: NATIONAL CENTER FOR EDUCATIONAL RESERACH AND DEVELOPMENT (DHEW/OE), WASHINGTON, D. C.

Reported were the results of a contract that involved identification, description, and categorization of the nature of transportation problems for the mentally retarded by means of analysis of existing studies, two surveys, and an inventory of specialized programs and systems operating in the United States. One major problem was found to be development of independent travel. The case for training the mentally retarded to travel independently included mention of success in travel training, problems in travel training, desire for independence, experiences with driver education, and burden on buses, bicycles, trains and planes. Training of

individuals versus modification of equipment and other recommendations were made. The other major problem found was improvement of independent travel. Mechanics of transportation reported included method of payments and costs, staff and volunteer resources, lease, buy or contract for services, safety, insurance, and scheduling. Modes of transportation covered were cars, vans, taxis, and buses. Eight recommendations, alternatives to transportation, and sources of government funding were reported. (CB)

EC042146
Handicaps
DUNN, JOHN H.
REHABILITATION RECORD V12 N4 P14-7 JUL-AUG 1972: 1972-4P

Recounted is the story of a man with muscular dystrophy who developed a transportation service for the physically handicapped in Milwaukee called Handicabs. The company now has 125 employees and 100 buses and vans, many of which are specially equipped with side loading doors and ramps to handle wheel chairs. In addition to transporting 1,400 handicapped children daily for Milwaukee and area school systems, between 150-200 individual trips are made daily with passengers who can't use other transportation. (KW)

EC041253
Transportation Denied.
REHABILITATION DIGEST V3 N3 P8-10 WIN 1971-72; 1971-3P

Presented are excerpts from a study conducted in the Toronto area to investigate the lack of economical, accessible transportation for the physically handicapped. Needs were assessed, existing modes of transportation were evaluated, and transportation alternatives were explored. Recommendations made concern establishment of a low cost but non-subsidized van (mini-bus) service, and possible alterations for current surface vehicles, subways, subway cars, and elevators and other methods of level change. (KW)

EC120905
Problems in Transporting the Handicapped.
19 4P
Note: 27 min/sound/color/16mm
Visucom Productions, P. O. Box 5472, Redwood City, CA 94063
($380.00; Rental $50.00 per week plus shipping)

The film deals with the serious medical, behavioral, and other problems often encountered in transporting handicapped students, including seizures, injuries, and aggressive or distracting behavior, problem recognization and the importance of preplanned and prudent responses are stressed, practical problem solving and successful techniques used by drivers of the handicapped as shown. The film is divided into four parts: communication problems, behavioral problems, medical problems, and emergencies. (dis)

EC093360
Travel Instruction for the Handicapped
LAUS, MICHAEL D.
1977-147P
CHARLES C. THOMAS, 301 E. LAWRENCE AVE., SPRINGFIELD, IL. 62717 ($10.75).

The text describes a curriculum for teaching independent traveling skills to handicapped persons, with special emphasis on the trainable mentally retarded. The author cites his experiences in coordinating travel instruction fr the Pittsburgh City Schools. The text begins with a critical review of early programs of travel instruction, including the Initial program steps are considered, and methods of identifying program candidates are discussed. Stressed is the importance of securing parent involvement. A review of teaching methods is accompanied by a case study of a 16 year old Down's syndrome student. Followup suqgestions and prescriptions for teachers, program directors, parents, and university training personnel are given. Reactions of parents of eight students are cited. (CL)

EC092512
Transporting Handicapped Children in Downstate Illinois
MORGAN, ROBERT ALLAN
1975 - 146P
Note: University of Illinois at Urbana-Champaign
UNIVERSITY OF MICROFILMS INTERNATIONAL, P. O. BOX 1346 ANN ARBOR MI 48106
($20.00 HARD COPY, $10.00 MICROFICHE)
CATALOGUE NO 76-6879

A study was conducted to determine the relationship between selected educational, economic, and demographic/geographic variables and per pupil cost in transporting handicapped students in downstate Illinois. (SBH)

EC022435 ED034384
Modification of Educational quipment and Curriculum for Maximum Utilization by Physically Disabled Persons. The Transportation of Physically Disabled Students.
YUKER, HAROLD E. AND OTHERS
HUMAN RESOURCES CENTER, ALBERTSON, NEW YORK
1967-38P

Guidelines for the transporting of physically handicapped children to school are given along with the types of vehicles, selection and training of drivers, problems of traveling time, and administration and financing of a transportation service. Vehicles described and compared include standard school buses, adapted buses, vans and compact buses, taxis, automobiles, and station wagons. The qualifications, selection, duties, and responsibilities of motor vehicle drivers are outlined. A reference list and appendix is included. (TG)

033991 IN 034-023 NCH 3101404
School Bus Safety and Courtesy.
Centron Educational Films
Publ: Lawrence, Kansas. Centron Educational Films
c1974
15 min..bsd..ccol..d16mm
Languages: eng

Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the educable mentally handicapped, learning disabled, and emotionally disturbed.
This 15-minute color film is designed to acquaint primary through senior high grade students with school bus safety. The film begins by explaining why safety rules are necessary. The responsibility for observing rules is focused on the student, including wearing light-colored clothes, being on time, observing pedestrian rules, respecting other's property, waiting safely for the bus, boarding the bus, sitting properly, following the bus driver's directions, caring for the bus and leaving the bus. The consequences of not observing the rules are revealed in a humorous way.
LJDf. 6-77

Walk Awhile in My Shoes
National Film Board of Canada
Publ: New York, New York, National Film Board of Canada
c1974
27 min..bsd..cc01..d16mm
Price: $375.00
Languages: eng

Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the educable physically handicapped, emotionally disturbed and learning disabled.

This 27-minute, color film is designed to discuss some of the obstacles physically handicapped individuals face in trying to travel from place to place. Emphasis is on the need for improved facilities in the area of transportation and for changed attitudes of the general population toward handicapped people. The film follows 3 individuals as they attempt to travel on public transportion: a man temporarily on crutches, a woman in a wheelchair, and a man with cerebral palsy. These individuals provide commentary about the obstacles and frustrations they meet and the attitudes of other people towards them. The material seems appropriate for students in grade 7 through adult levels. MJJ, 1-77.

A safe ride on your school bus
Martin Moyer Productions
Publ: Seattle, Washington, Martin Moyer Productions
c1970
14 min..bsd..ccolor.d16mm
Price: $190.00
Languages: eng
Supplementary note: Richard L. Hawk - Collaborator and narrator

This film summarizes safe practices for getting to and waiting at the bus stop, boarding the bus, riding, and leaving the bus. It may be used with mentally handicapped students to emphasize the need for safety on and off the bus. Although the film stresses specific safety factors which the children should know if they are to be safe bus riders, the biggest objective or the film is to try to shape attitudes which will support safe bus riding practices when the student is motivated otherwise. The film attempts to show contrasts by presenting both the correct and incorrect way and approaches the problem of safety in an objective rather than an authoratative manner. "A Safe Ride on Your School Bus" is 14 minutes long, color and cost $190.00. MMP/NPG. 7-76.